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ABSTRACT

The National Assessment of Educational Progress (NAEP) is a survey of U.S. student knowledge and skills in different subjects at grades four, eight, and 12. NAEP combines samples of performances to provide information about the knowledge and skills of students in the United States as a whole, in each participating state, and in different demographic groupings. The report aims to increase understanding of the achievement levels for the National Assessment of Educational Progress: what they are, and what they are not. It is a reference for the U.S. public, particularly educators, parents, students, and policymakers. Seven booklets make up the report. Each booklet focuses on one of the subjects for which NAEP achievement levels have been set. This booklet focuses on U.S. history. Information in the booklet can be helpful in interpreting accurately the meaning of the U.S. history NAEP achievement levels and student performance relative to the levels. Achievement levels are: basic, proficient, and advanced. The report explains that there are three parts to NAEP achievement levels: (1) descriptions; (2) cutscores; and (3) sample items. It further explains that the achievement level descriptions are statements of what students should know and be able to achieve at each level. The cutscores represent the minimum score required for performance at each NAEP achievement level and are usually reported along with the percentage of students who scored at or above the level. Sample items provide illustration of student knowledge and skills required within each level of achievement. (BT)

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ED 475 085

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
ACHIEVEMENT LEVELS
1992–1998

HISTORY

SO 034 421

THE NATION'S REPORT CARD
National Assessment of Educational Progress
National Assessment Governing Board
U.S. Department of Education

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National Assessment of Educational Progress Achievement Levels 1992–1998 for U.S. History

Edited by

Susan Cooper Loomis

Mary Lyn Bourque

July 2001

National Assessment of Educational Progress
National Assessment Governing Board
U.S. Department of Education

THE NATION'S REPORT CARD

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Understanding Achievement Levels for the U.S. History National Assessment of Educational Progress

Purpose of This Report

The purpose of this report is to increase understanding of the achievement levels for the National Assessment of Educational Progress (NAEP): what they are, and what they are **not**. The report is a reference for the American public, especially educators, parents, students, and policymakers. Seven booklets make up the report; each booklet focuses on one of the subjects for which NAEP achievement levels have been set. These include mathematics, science, reading, writing, civics, U.S. history, and geography.

The information in this report will be helpful in interpreting accurately the meaning of the *U.S. History* NAEP achievement levels and student performance relative to the levels. The information will also aid in understanding the NAEP reports, commonly known as *The Nation's Report Card*.

What Is the National Assessment of Educational Progress?

NAEP is a survey of American students' knowledge and skills in different subjects at grades 4, 8, and 12. NAEP combines the samples of performances to provide information about the knowledge and skills of students in the nation as a whole, in each participating state, and in different demographic groupings.

What Are NAEP Achievement Levels?

Congress authorized the National Assessment Governing Board (NAGB) to set achievement goals for student performance on NAEP. NAGB identified and defined the goals in terms of three levels of achievement: Basic, Proficient, and Advanced. NAEP achievement levels define ***what students should know and be able to do*** at the Basic, Proficient, and Advanced levels established by NAGB.

There are three parts to NAEP achievement levels: descriptions, cutscores, and sample items. The achievement levels descriptions are statements of what students should know and be able to do at each level. The cutscores represent the minimum score required for performance at each NAEP achievement level and are usually reported along with the percentage of students who scored *at or above* the level. Sample items provide illustrations of student knowledge and skills required within each level of achievement.

What Constitutes Basic, Proficient, and Advanced Achievement?

Proficient achievement is defined by NAGB as ***"solid academic performance*** exhibiting competency over challenging subject matter." The Basic and Advanced achievement levels are defined relative to this central level. Basic achievement is performance that exhibits ***"partial mastery*** over skills fundamental to Proficient performance." Advanced achievement exhibits ***superior performance.*** Achievement that is less than partial mastery is referred to simply as "below Basic."

How Good Is Good Enough?

The overall achievement goal for American students is performance that qualifies at the Proficient level or higher. Meeting this goal for the nation as a whole will take time. Competency over challenging subject matter is not easily attained. The average performance score on NAEP in most subjects falls within the Basic achievement level.

How Should Achievement Levels Be Interpreted?

Unlike most assessments, there are no individual scores on NAEP. Achievement levels define performance, not students. Notice that there is no mention of "at grade level" performance in these achievement goals. In particular, it is important to understand clearly that the Proficient achievement level does not refer to "at grade" performance. Nor is performance at the Proficient level synonymous with "proficiency" in the subject. That is, students who may be considered proficient in a subject, given the common usage of the term, might not satisfy the requirements for performance at the NAEP achievement level. Further, Basic achievement is more than minimal competency. Basic achievement is less than mastery but more than the lowest level of performance on NAEP. Finally, even the best students you know may not meet the requirements for Advanced performance on NAEP.

How Are the Achievement Levels Developed?

The achievement levels-setting process is carefully designed, implemented, and evaluated with great attention to detail and technical precision. The process of developing achievement levels involves the judgments of informed, well-qualified people from throughout the nation and its territories. Approximately 30 persons serve on each of three grade-level panels to develop NAEP achievement levels. These 90 panelists include teachers (about 55 percent), other educators (about 15 percent), and members of the general public (about 30 percent). To the extent possible, the panels are proportionally representative of the nation's population with respect to region, race/ethnicity, and gender.

Panelists participate in a five-day process that includes training and instruction to prepare them for the standard-setting tasks. Panelists make three separate sets of judgments of student performance on NAEP items, and they receive a variety of feedback information about the implications of their judgments. Sophisticated psychometric methods are used to produce the feedback and guide the process.

Highly experienced staff and technical advisors carefully monitor the achievement levels-setting process. Panelists evaluate every conceivable aspect of the process, and their responses are fully analyzed. Extensive analyses are conducted to determine whether panelists seemed to be making logical, informed judgments and whether similar panelists would make similar judgments. Yet, there is no way of knowing that the standards are "right" because there is no true standard against which to evaluate the panelists' judgments.

Who Sets the Achievement Levels?

Under the law, the National Assessment Governing Board is the final authority on determining the levels and their use for reporting NAEP performance results. The Board reviews information about the process for setting the achievement levels and panelists' opinions of it. NAGB considers the recommendations of panelists and technical advisors regarding the levels. The Board also considers additional information about student course-taking patterns in the subject area and student performance on other assessments in the subject. NAGB then judges whether the standards are reasonable and makes the final decisions for setting the standards.

Overview of the Framework for the National Assessment of Educational Progress in U.S. History

This overview of the U.S. History Framework for the National Assessment of Educational Progress (NAEP) details what is assessed by the U.S. History NAEP. The framework defines the structure, organization, and general content for the assessment. Many questions must be answered before an assessment can be developed, and answers to those questions are presented in the framework.

What Is the U.S. History NAEP Framework?

All students need to know how their nation came to be what it is. The framework defines the structure, organization, and general content for the U.S. History assessment. It identifies the main ideas and unifying themes of American history. The framework is **the** guide to the assessment. The framework shapes the development of items and determines how student responses will be scored. It guides the development of descriptions of performances required for each of the NAEP achievement levels.[1]

The framework delineates the aspects of U.S. history to be assessed. Through a series of questions that identify important developments and issues in U.S. history, the framework presents the people, ideas, events, themes, and sources to be assessed. The framework emphasizes that knowledge of context is crucial to meaning and understanding.

How Was the Framework Developed?

A national consensus process was used to develop the content of the framework documents for the U.S. History NAEP and the other assessments. Panels of content experts, practitioners, and professionals in related fields developed the Framework for the U.S. History NAEP to reflect the input collected through the consensus process. The consensus committees were broad-based groups of historians, educators, and other interested citizens. The panels collected information about U.S. history curricula from throughout the country. Comments from several hundred individuals, including state and local educators, public officials, and parents, also contributed to the development of the framework.

What Are the Components of the Assessment Framework?

Three components structure the content framework: themes, periods, and ways of knowing and thinking. Themes give meaning to the people, events, and ideas in U.S. history. Periods are used

[1]Frameworks are also available on the Internet at www.nagb.org. Printed copies of the framework for U.S. History and for other NAEP subjects are available from the National Assessment Governing Board. Copies are also available through the U.S. Department of Education's ED Pubs information center at 1-877-4ED-Pubs.

as ways of dividing historical material into manageable blocks. The historical periods identified for the framework overlap in many cases, reflecting the fact that the periods are not clearly delineated and that transitions from one context to another are typical. Themes and periods are related in that themes emphasize important features of periods and ensure continuity from one era to another. Some themes are not relevant in every period; one period may focus extensively on a particular theme and hardly at all on another. The framework provides an extensive array of questions and topics to be assessed for each theme and for themes within periods. This structure makes it much easier to understand the content associated with themes and periods and how each is assessed.

The distribution of themes and periods within the assessments differs in each of the three grades. The distribution of themes and periods across grades is presented in the following two tables.

Table 1. Distribution of the Exercise Pool Across Historical Themes: Grades 4, 8, and 12

	Percentage of Exercises at Each Grade Level		
Themes	**Grade 4**	**Grade 8**	**Grade 12**
Change and continuity in American democracy: ideas, institutions, practices and controversies	25	30	25
Gathering and interactions of peoples, cultures, and ideas	35	30	25
Economic and technological changes and relation to society, ideas, and the environment	25	20	25
Changing role of America in the world	15	20	25

Table 2. Distribution of the Exercise Pool Across Historical Periods: Grades 4, 8, and 12

	Percentage of Exercises at Each Grade Level		
Historical Periods	**Grade 4**	**Grade 8**	**Grade 12**
Three worlds and their meeting in the Americas (Beginnings–1607)	20	5	5
Colonization, settlement, and communities (1607–1763)	15	10	10
The Revolution and the new nation (1763–1815)	15	20	15
Expansion and reform (1801–1861)	15	15	10
Crisis of the Union (1850–1877)	10	20	10
Development of modern America (1865–1920)	5	10	15
Modern America and the World Wars (1914–1945)	5	10	15
Contemporary America (1945–Present)	15	10	20

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Similarly, knowing and thinking skills are assessed in slightly different ratios across grades. As the grade levels increase, less emphasis is placed on assessing historical knowledge and perspectives and more is placed on historical analysis and interpretation.

Table 3. Distribution of Exercise Pool Across Cognitive Domains: Grades 4, 8, and 12

	Percentage of Exercises at Each Grade Level		
Cognitive Domains	**Grade 4**	**Grade 8**	**Grade 12**
Historical knowledge and perspective	40	35	30
Historical analysis and interpretation	60	65	70

The U.S. History assessment includes a mix of multiple-choice items, questions that require a brief written response from a few words to a few sentences, and questions that require a more extensive written response. The framework recommends that students should spend no more than half the assessment time responding to multiple-choice questions. Both constructed-response and multiple-choice items should engage students' higher-order thinking skills. The assessment should include a variety of stimulus materials such as political cartoons, photographs, timelines, and copies of primary documents.

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Achievement Levels: Descriptions and Cutscores

Note: The performance of students on the U.S. History NAEP is reported on a scale of 0 to 500. The average score is 250 (anchored at Grade 8) with a standard deviation of 50 scale score points.

GRADE 4

Basic (195)

Fourth-grade students performing at the Basic level should be able to identify and describe a few of the most familiar people, places, events, ideas, and documents in American history. They should be able to explain the reasons for celebrating most national holidays, have some familiarity with the geography of their own state and the United States, and be able to express in writing a few ideas about a familiar theme in American history.

Proficient (243)

Fourth-grade students performing at the Proficient level should be able to identify, describe, and comment on the significance of many historical people, places, ideas, events, and documents. They should interpret information from a variety of sources, including texts, maps, pictures, and timelines. They should be able to construct a simple timeline from data. These students should recognize the role of invention and technological change in history. They should also recognize the ways in which geographic and environmental factors have influenced life and work.

Advanced (276)

Fourth-grade students performing at the Advanced level should have a beginning understanding of the relationships between people, places, ideas, events, and documents. They should know where to look for information, including reference books, maps, local museums, interviews with family and neighbors, and other sources. They should be able to use historical themes to organize and interpret historical topics and to incorporate insights from beyond the classroom into their understanding of history. These students should understand and explain the role of invention and technological change in history. They should also understand and explain the ways in which geographic and environmental factors have influenced life and work.

GRADE 8

Basic (252)

Eighth-grade students performing at the Basic level should be able to identify and place in context a range of historical people, places, events, ideas, and documents. They should be able to distinguish between primary and secondary sources. They should have a beginning understanding of the diversity of the American people and the ways in which people from a wide variety of national and cultural heritages have become part of a single nation. Eighth-grade students at the Basic level should also have a beginning understanding of the fundamental political ideas and institutions of American life and their historical origins. They should be able to explain the significance of some major historical events.

Proficient (294)

Eighth-grade students performing at the Proficient level should be able to explain the significance of people, places, events, ideas, and documents and to recognize the connection between people and events within historical contexts. They should understand and be able to explain the opportunities, perspectives, and challenges associated with a diverse cultural population. They should incorporate geographic, technological, and other considerations in their understanding of events and should have knowledge of significant political ideas and institutions. They should be able to communicate ideas about historical themes while citing evidence from primary and secondary sources to support their conclusions.

Advanced (327)

Eighth-grade students performing at the Advanced level should recognize significant themes and movements in history and begin to understand particular events in light of these themes and movements. They should have an awareness of continuity and change over time and be able to draw relevant analogies between past events and present-day situations. They should be able to frame questions about historical topics and use multiple sources to develop historical generalizations and interpretations. They should be able to explain the importance of historical themes, including some awareness of their political, social, and economic dimensions.

GRADE 12

Basic (294)

Twelfth-grade students performing at the Basic level should be able to identify the significance of many people, places, events, dates, ideas, and documents in U.S. history. They should also recognize the importance of unity and diversity in the social and cultural history of the United States, and an awareness of America's changing relationships with the rest of the world. They should have a sense of continuity and change in history and be able to relate relevant experience from the past to their understanding of contemporary issues. They should recognize that history is subject to interpretation and should understand the role of evidence in making an historical argument.

Proficient (325)

Twelfth-grade students performing at the Proficient level should understand particular people, places, events, ideas, and documents in historical context, with some awareness of the political, economic, geographic, social, religious, technological, and ideological factors that shape historical settings. They should be able to communicate reasoned interpretations of past events, using historical evidence effectively to support their positions. Their written arguments should reflect some in-depth grasp of issues and refer to both primary and secondary sources.

Advanced (355)

Twelfth-grade students achieving at the Advanced level should demonstrate a comprehensive understanding of events and sources of U.S. history. Recognizing that history is subject to interpretation, they should be able to evaluate historical claims critically in light of the evidence. They should understand that important issues and themes have been addressed differently at different times and that America's political, social, and cultural traditions have changed over time. They should be able to write well-reasoned arguments on complex historical topics and draw upon a wide range of sources to inform their conclusions.

Achievement Levels: Sample Items

Interpreting the Data

Because a representative sample of students at each grade level is selected to take the NAEP, each assessment exercise is administered to a relatively small subsample of students in each grade. Typically, around 10,000 students are assessed in each grade, and each item is administered to just under 2,000 students. The values reported in the tables accompanying each item are probability estimates of performance at each level of achievement for students at each grade level tested in NAEP. The data reported for the sample items show the probability of a correct response to multiple choice items and of a specific score on items requiring students to construct a response. The probabilities are estimates of how students scoring within each range of achievement on the NAEP score scale would perform on each item. These probabilities are, in fact, averages of performance within each achievement level. Some students who score within the Basic range of achievement, for example, will answer a specific multiple choice item correctly and some will not. Furthermore, student performance within the Basic range of achievement may be very near the lower boundary, around the middle, or very near the upper boundary, that is, approaching the Proficient level of achievement. The probabilities reported here are weighted averages to represent performance across the range, with more weight given to scores in the middle of the achievement ranges.

Here is a suggested way to read the data for multiple choice items: "Students performing in the (Basic/Proficient/Advanced) score range have (X) probability of answering this item correctly."

For constructed response items, here is a suggested way to read the data: "Students performing in the (Basic/Proficient/Advanced) score range have (X) probability of giving a response scored at the indicated level (1, 2, 3, etc.) for this sample item."

Grade 4 Sample 1—Basic Performance

"That's one small step for a man, one giant leap for mankind." This statement was first made when

(A) Columbus arrived in the Americas

(B) Thomas Edison invented the light bulb

(C) Lewis and Clark saw the Pacific

(D) Neil Armstrong first stepped on the moon

Probability of correct response	
Basic	73%
Proficient	95%
Advanced	99%

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Grade 4 Sample 2—Basic Performance

Corbis ©

Probability of correct response	
Basic	75%
Proficient	94%
Advanced	99%

What best describes this monument?

(A) For many Americans, it has been a symbol of the power of the President.

(B) For many people moving west in covered wagons, it has been a symbol of bravery.

(C) For many soldiers, it has been a symbol of the United States Army.

● (D) For many immigrants, it has been a symbol of the freedom they hoped to find in the United States.

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Grade 4 Sample 3—Proficient Performance

Your teacher has asked you to teach your classmates about ONE of these famous people from American history:

George Washington
Sojourner Truth
Sitting Bull
Thomas Jefferson

Choose one of these famous people.

My famous person from American history is George Washington

Write down three facts about the person you have chosen that would help you teach about that person.

Fact 1 He was the first presidant.

Fact 2 He had won the war.

Fact 3 He has wooden teeth.

Probability of a score of 2	
Basic	38%
Proficient	65%
Advanced	84%

Scoring guide

3 = Complete: Lists one of the four names and three accurate facts about his/her place in history.

2 = Essential: Lists one of the four names and two accurate facts about his/her place in history.

1 = Partial: Lists one of the four names and provides one accurate fact about his/her place in history. If no name is chosen, but accurate facts are given for one of the people listed, the response may receive credit.

0 = Inappropriate: Lists one of the four names with no accurate facts about his or her place in history, although some attempt is made to provide facts. Facts derived from reading the question are unacceptable.

Grade 4 Sample 4—Proficient Performance

The voyages of Columbus changed life in Europe by

(A) introducing new foods and spices to Europe

(B) showing Europeans a shorter route to Asia

(C) introducing the horse to Spain

(D) proving that the Earth was flat

Probability of correct response	
Basic	47%
Proficient	70%
Advanced	87%

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Grade 4 Sample 5—Advanced Performance

The following question refers to the quotation and picture below.

When a country first develops industry, young children often work in factories.

PICTURE OF CHILD LABOR

National Archives

Look at the picture of the child. How do you think her job harmed her education and health?

Education: She couldn't go to school because she would have to work in the factory.

Health: They wouldn't get enough time to go out and get some food.

Probability of a score of 2	
Basic	14%
Proficient	50%
Advanced	81%

Scoring guide

2 = Appropriate: Explains how labor like that shown in the picture could affect health and education adversely.

1 = Partial: Explains how labor like that shown in the picture affected health or education adversely, OR gives only partially correct answers for both parts.

0 = Inappropriate: Does not relate child labor to problems in health or education.

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Grade 8 Sample 1—Basic Performance

The following question refers to the statement below.

> A house divided against itself cannot stand. I believe this government cannot endure permanently half slave and half free. I do not expect the Union to be dissolved—I do not expect the house to fall—but I do expect it will cease to be divided.

What war broke out soon after the statement was made?

Ⓐ American Revolution

Ⓑ War of 1812

Ⓒ Mexican-American War

● Ⓓ Civil War

Probability of correct response	
Basic	76%
Proficient	96%
Advanced	99%

Grade 8 Sample 2—Basic Performance

Your teacher has asked you to teach your classmates about ONE of these famous places where an important event in American history happened:

the Alamo
Pearl Harbor
Gettysburg
Roanoke Island

My famous place in American history is Pearl Harbor

Write down three facts about the place that you have chosen that will help you teach your classmates about that place.

Fact 1 Pearl Harbor is located in Hawaii

Fact 2 During World War 2, the Japanese bombed Pearl Harbor by surprise

Fact 3 Many battle ships and men gave their lives for Pearl Harbor.

Probability of a score of 2	
Basic	67%
Proficient	91%
Advanced	98%

Scoring guide

3= Complete: Lists three facts about why this is a famous place in American history.

2= Essential: Lists two facts about why this is a famous place in American history.

1= Partial: Lists one fact about why this is a famous place in American history.

0= Inappropriate: Lists no facts about why this is a famous place in American history, but makes an attempt to give facts.

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Grade 8 Sample 3—Proficient Performance

Imagine you could use a time machine to visit the past. You have landed in Philadelphia in the summer of 1776. Describe an important event that is happening.

Thomas Jefferson and other important men signed the Declaration of Independence in that year

Probability of a score of 2	
Basic	29%
Proficient	66%
Advanced	87%

Scoring guide

2 = Appropriate: Demonstrates an understanding of the significance of the date and place and supplies accurate information about what would be happening then and there. Specifically, it should relate to an event relevant to the Continental Congress and Revolution, such as the Declaration of Independence.

1 = Partial: Describes something happening in Philadelphia but at the wrong time, as in "The writing of the Constitution," or at the right time but in the wrong place, as in the "Battles of the Revolutionary War." It may also identify something that is happening at the right time and place but that is trivial or vague.

0 = Incorrect: Does not describe an event happening at the appropriate time and place.

Grade 8 Sample 4—Proficient Performance

The following question refers to the newspaper report below.

> A city of ruins, of desolation, of vacant houses, of widowed women, of rotting wharves, of deserted warehouses . . . acres of pitiful and voiceless barrenness—that is Charleston.

The news report was most likely written in

Ⓐ 1835

Ⓑ 1845

Ⓒ 1855

● Ⓓ 1865

Probability of correct response	
Basic	32%
Proficient	59%
Advanced	86%

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Grade 8 Sample 5—Advanced Performance

What was one consequence of Nat Turner's rebellion?

Ⓐ Large numbers of slaves fled to the North.

Ⓑ Slave revolts broke out throughout the South.

Ⓒ Conditions for slaves on many southern plantations improved.

● Ⓓ Southern states passed laws designed to tightly control slaves.

Probability of correct response	
Basic	28%
Proficient	42%
Advanced	62%

Grade 8 Sample 6—Advanced Performance

The following question refers to the cartoon below.

Bruce Shanks in the *Buffalo News*.

There's a long, long trail a-winding

Circle the decade in which you believe this cartoon was drawn.

1920's 1940's (1960's) 1980's

Citing specific historical evidence, explain why you chose the decade you did.

Civil Rights was an important issue of this time due to leaders as Martin Luther King Jr.

Probability of a score of 2	
Basic	17%
Proficient	38%
Advanced	61%

Scoring guide

2 = Appropriate: Explains why the cartoon was drawn in the 1960's with attention to specifics, OR identifies the 1980's and gives a reasonable explanation.

1 = Partial: Identifies either the 1960's or the 1980's as the decade, but explanation is vague.

0 = Inappropriate: Does not identify the 1960's or the 1980's as the decade, OR identifies the 1960's or the 1980's but does not provide an appropriate explanation.

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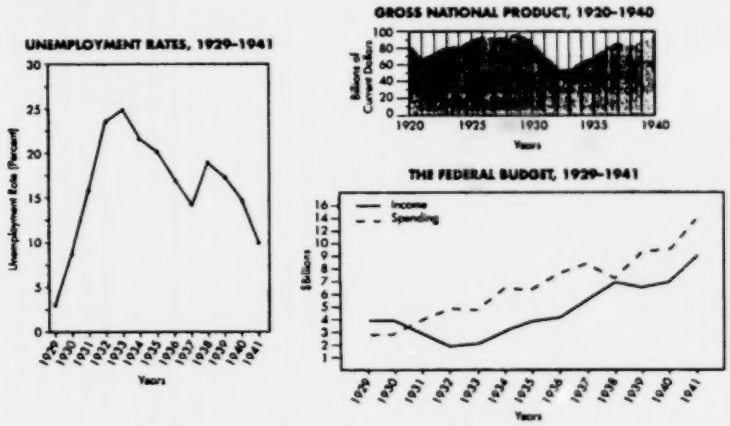
Grade 12 Sample 1—Basic Performance

Document E—Charts and graphs showing economic information about the Great Depression



Probability of a score of 1	
Basic	70%
Proficient	91%
Advanced	98%

Scoring guide

2 = Appropriate: Successfully cites evidence that shows the magnitude of the Great Depression.

1 = Partial: Cites one economic statistic from the graphs that shows the magnitude of the Great Depression, OR cites two statistics that are not the strongest answers.

0 = Inappropriate: Does not cite evidence showing the magnitude of the Great Depression.

Identify two economic statistics that justify calling this period the "Great Depression."

The unemployment rate at one point was at 25%. Also income was also at 2 billion dollars.

Grade 12 Sample 2—Basic Performance

What goal was most important in shaping United States foreign policy between 1945 and 1990?

Probability of correct response	
Basic	58%
Proficient	92%
Advanced	99%

(A) Preventing the spread of communism to new areas and weakening it where it already existed

(B) Encouraging trained scientists and other skilled workers who lived in foreign countries to immigrate to the United States

(C) Strengthening the United States industrial and agricultural sectors to help them compete against the British and the French

(D) Providing foreign aid to all poor countries to help them develop economically and technologically

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Grade 12 Sample 3—Proficient Performance

President Franklin D. Roosevelt's goal in supporting the Lend-Lease Act of 1941 was to

(A) encourage Japanese Americans to relocate voluntarily

(B) use foreign investment as a way of stimulating the American economy

(C) maintain an isolationist stance by providing only limited aid to both sides in the European conflict

● (D) assist Britain's war effort without violating United States neutrality laws

Probability of correct response	
Basic	33%
Proficient	65%
Advanced	92%

Grade 12 Sample 4—Proficient Performance

The following question refers to the headline and newspaper cartoon below.

SOVIETS LAUNCH FIRST MAN-MADE SATELLITE INTO ORBIT

Frank Williams in the *Detroit Free Press*. Reprinted by permission of the *Detroit Free Press*.

Give two reasons why many people in the United States were upset by the event shown in the cartoon and the headline.

They felt as if our "enemies", at the time, were advancing faster and that they might have a big military advantage with use of satelites and spacetravel.

Probability of a score of 2	
Basic	35%
Proficient	67%
Advanced	89%

Scoring guide

2 = Appropriate: Gives two reasons and/or explanations why this event upset Americans.

1 = Partial: Gives one reason and/or explanation why people were upset.

0 = Inappropriate: Does not link American feelings about Sputnik with U.S.-Soviet global competition.

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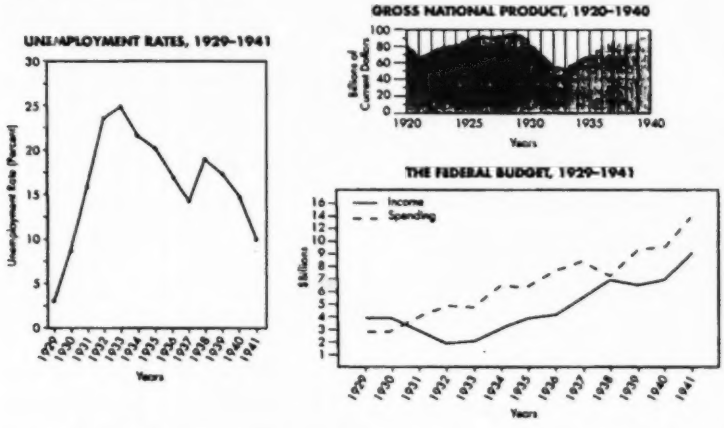
Grade 12 Sample 5—Advanced Performance

Document E—Charts and graphs showing economic information about the Great Depression



What effect did government spending seem to have on the economy during the Depression?

As spending went up so did incomes, Employment rates, and GNP. As of now gov't spending has gone too far and needs to be cut. 3 of some of the biggest factors which help balance our economy had improved

Probability of a score of 2	
Basic	16%
Proficient	39%
Advanced	67%

Scoring guide

2= Appropriate: Indicates a specific relationship between government spending and economic growth, but may note that the effect was not great and that these data do not prove that the effect was causal.

1= Partial: Indicates that there was a relationship between government spending and the economy, but is vague or slightly inaccurate, OR shows some understanding of the graphs but does not make accurate conclusions about the relationship between government spending and the economy.

0= Inappropriate: Does not relate government spending to economic recovery.

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Performance Data

Exhibit 1. 1994 U.S. History NAEP, Grade 4: Percentage of Students At or Above Each Achievement Level

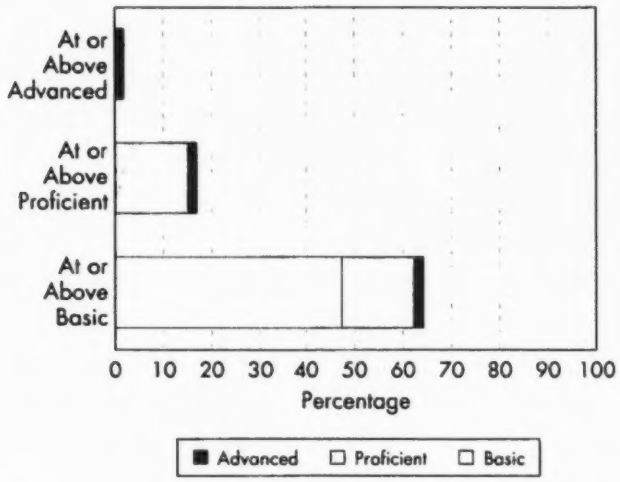


Exhibit 2. 1994 U.S. History NAEP, Grade 4: Percentage of Students Within Each Achievement Level

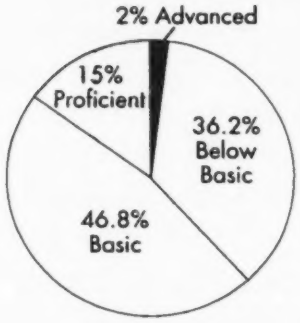


Exhibit 3. 1994 U.S. History NAEP, Grade 8: Percentage of Students At or Above Each Achievement Level

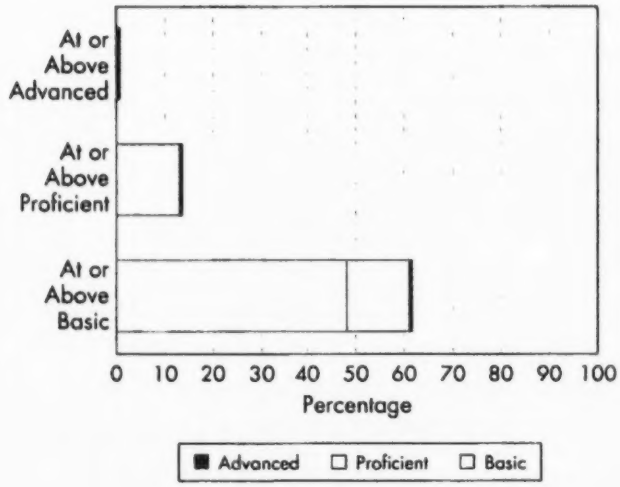


Exhibit 4. 1994 U.S. History NAEP, Grade 8: Percentage of Students Within Each Achievement Level

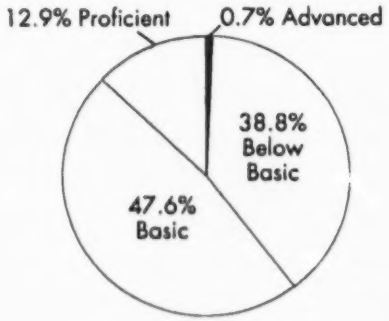


Exhibit 5. 1994 U.S. History NAEP, Grade 12: Percentage of Students At or Above Each Achievement Level

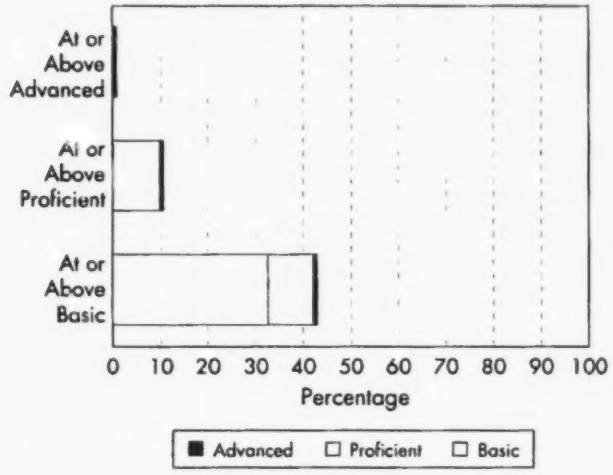


Exhibit 6. 1994 U.S. History NAEP, Grade 12: Percentage of Students Within Each Achievement Level

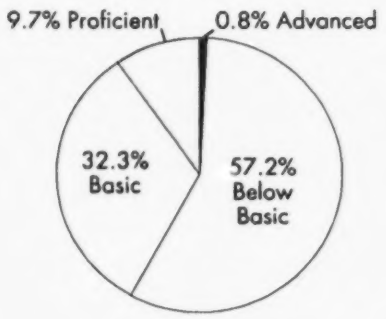
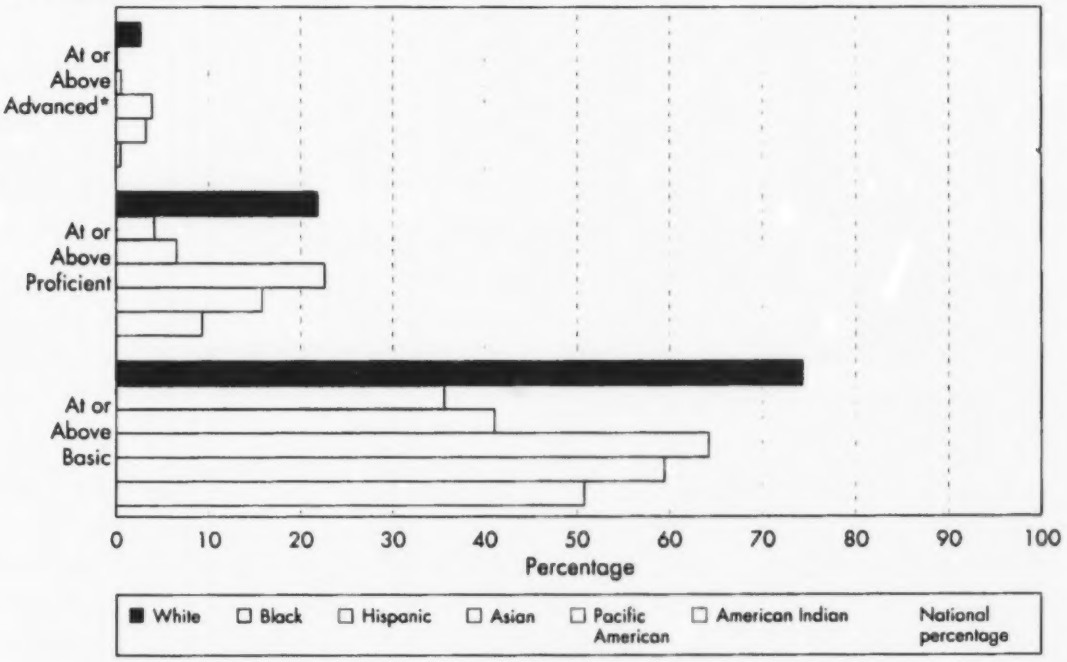
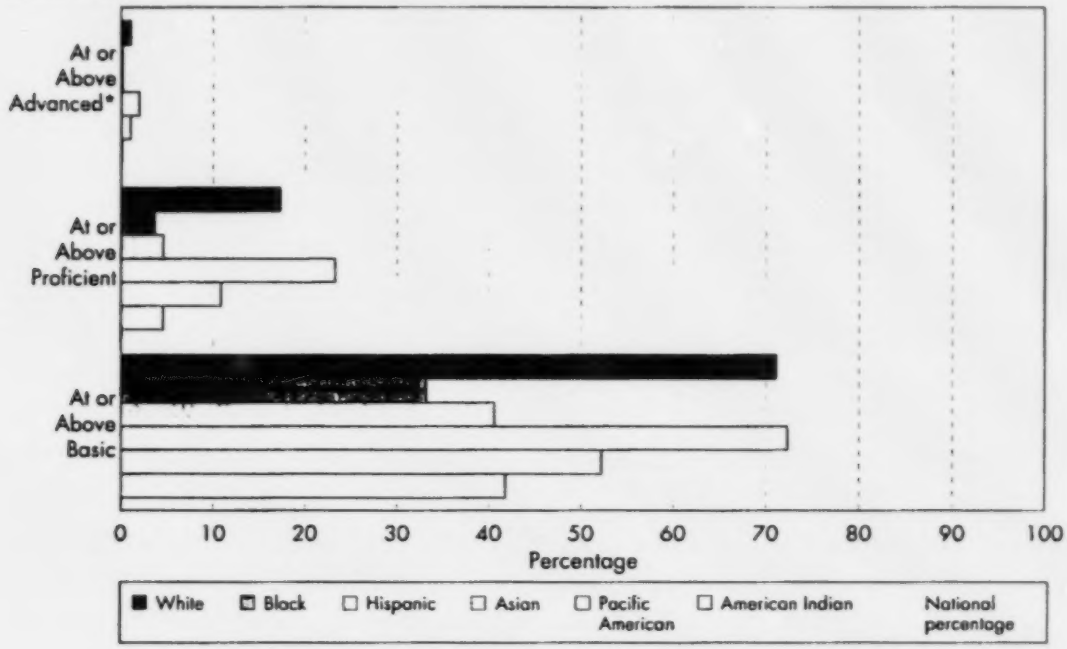


Exhibit 7. 1994 U.S. History NAEP, Grade 4: Percentage of Students At or Above Each Achievement Level by Race/Ethnicity



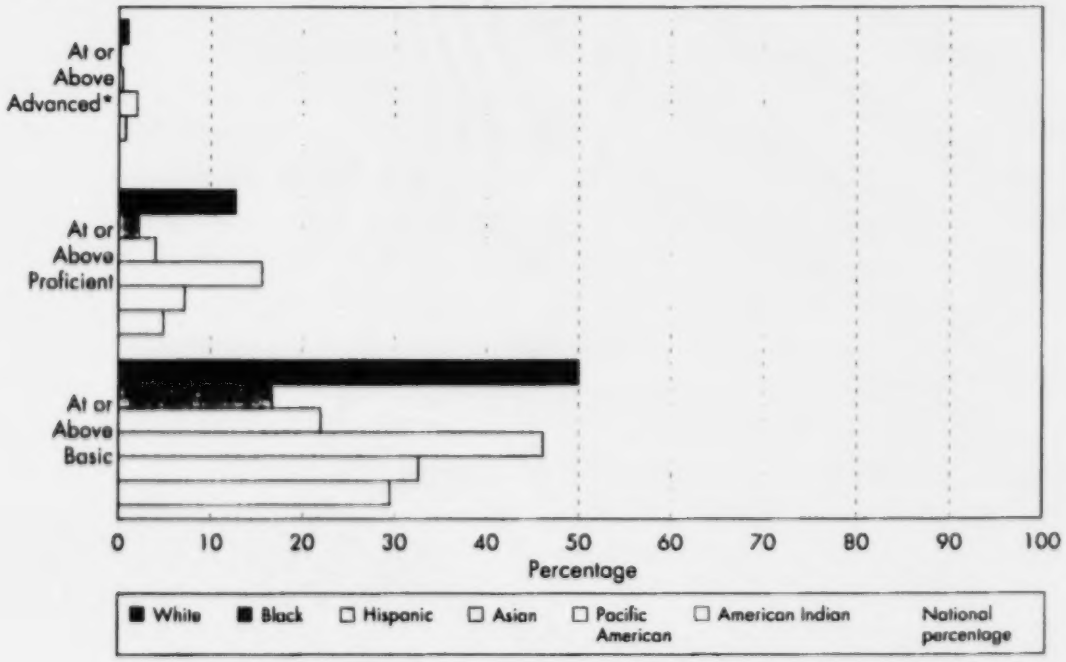
*Percentage of Black students who scored at or above Advanced is 0.1.

Exhibit 8. 1994 U.S. History NAEP, Grade 8: Percentage of Students At or Above Each Achievement Level by Race/Ethnicity

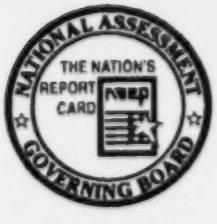


*Zero percent of American Indian students, 0.1 percent of Black students, and 0.1 percent of Hispanic students scored at or above Advanced.

Exhibit 9. 1994 U.S. History NAEP, Grade 12: Percentage of Students At or Above Each Achievement Level by Race/Ethnicity



*Zero percent of American Indian students and 0.1 percent of Black students scored at or above Advanced.



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